DOCUMENT RESUME

ED 266 203 UD 024 689

TITLE	Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	Jan 86
GRANT	G00-830-2648
NOTE	47p.
AVAILABLE FROM	Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Asian Americans; Bilingual Education; *Bilingual Education Programs; *English (Second Language); Haitian Creole; *Haitians; High Schools; *Hispanic Americans; *Mainstreaming; Native Language Instruction; Program Evaluation; Program Improvement; *Transitional Programs
IDENTIFIERS	New York (Brooklyn)

ABSTRACT

This report evaluates a program, in its first year of funding, which provides instruction in English as a second language, native language arts for Haitian and Spanish-speaking students, bilingual classes in mathematics, science, social studies, and typing in Creole/French in a high school in Brooklyn, New York. The program's major goal is to provide all students with special assistance in English in order to accelerate their progress into mainstream academic classes. English language development was assessed via the Criterion Referenced English Syntax Test (CREST). Quantiative analysis of student achievement data indicates that: (1) overall, students tested at Levels I and II of the CREST mastered 0.6 objectives per month, which was short of the proposed criterion; (2) thirteen 9th and 10th grade students made gains in French and five 11th graders showed losses; (3) forty-six percent of the Haitian students enrolled in typing passed the course; and (4) the program attendance rate was significantly higher than the schoolwide rate. The report includes extensive recommendations for program improvement in the areas of administration, teacher involvement, student screening, language-use policy, follow-up evaluation, counseling, parent outreach, facility expansion and safety, and evaluation of the English language objectives. (CG)

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2648

ERASMUS HALL HIGH SCHOOL

BILINGUAL PROGRAM

1983-84

Principal:
Stanley Saretsky

Project Director:
Thomas Lenihan

Prepared by the
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A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, served approximately 240 students of limited English proficiency (LEP). The program population included 200 Haitian students in addition to 22 Hispanic and 13 Asian students. All program participants received English as a second language (E.S.L.) instruction. Native language arts instruction was available for Haitian and Spanish-speaking students, and bilingual classes in mathematics, science, social studies, and typing were available in Haitian Creole/French. The majority of program participants were either new arrivals in this country possessing no English language skills and/or students who had minimal schooling in their native countries and were, in reality, illiterate.

Although there is no formal or written philosophy of bilingual education at Erasmus Hall, the program staff presented a clear understanding of the program's goals. The major instructional goal was to provide all students with special assistance in English as a means to accelerate their movement into mainstream academic classes. At the same time, bilingual content-area instruction was provided for Haitian students so that they could progress in those areas, gain skills lacking in their own academic development, and expand their native language skills. The program also provided a source of identity for students while they made the difficult adjustment to life in the United States.

A combination of Title VII and tax-levy funds supported administrative staff, instructional services, and paraprofessional assistance. Development activities for staff members included monthly meetings and in-house workshops and attendance at university courses. Parents of participating students were involved through a parents advisory committee and telephone contact with project staff to discuss students' academic and behavior problems and to receive news of program events. Supportive services to program participants consisted of academic, personal, career, and college counseling. Tutoring was provided during lunch periods, after school, and on a pull-out basis during class time in Chinese, French, and Haitian Creole.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); and attendance (school and program records). Objectives for Haitian students were also assessed in native language development (Test de Lecture), and in typing and computer literacy (teacher-made tests). Quantitative analysis of student achievement data indicates that:

--Overall, students tested on Levels I and II of the CREST mastered 0.6 objectives per month of instruction, short of the proposed criterion.

--Thirteen ninth- and tenth-grade Haitian students made statistically significant gains in French as measured by the Test de Lecture. Five eleventh graders showed statistically significant losses.

--Forty-six percent of the Haitian program students attending after-school instruction in typing passed the course.

--The attendance rate of program students was significantly higher than the schoolwide rate.

The following recommendations are aimed at improving the overall effectiveness of the program:

--In an effort to resolve the confusion over who is responsible for the program, the project director might clearly delineate to all program and teaching staff the responsibility of each position. In addition, E.S.L. teachers should be encouraged to feel free to turn to the project director for assistance in setting objectives, preparing lessons, and general classroom management.

--In an effort to encourage mainstream teachers to feel more favorably inclined toward LEP program students, both prior to and after mainstreaming, the principal and project director might address relevant issues through a series of faculty meetings conducted by bilingual program teachers or outside consultants.

--The procedures for student intake and placement in program courses should be reviewed and clearly defined in writing. If funding were to permit, provision should also be made for screening and orientation of incoming students to be done in their native languages.

--A dialogue among the project director and the vice principals of mathematics, science, and social studies to develop an official language-use policy for instruction would be beneficial and could be facilitated by the principal. This would also provide an opportunity for staff members to share common concerns and solutions in the teaching of LEP students.

--In an effort to serve the best interests of teachers, students, and the program budget, the project director might establish a framework by which materials are reviewed, selected, and purchased in a systematic fashion. The selection criteria must consider the relevance of texts used in E.S.L. classes; these should stress communicative as well as linguistic competence in students.

--Since the project currently lacks systematic follow-up on all students who have been mainstreamed, a formal evaluation of all students mainstreamed should be instituted. Such an evaluation might provide valuable insights for programming and bilingual/E.S.L. instruction.

--Counseling on educational and occupational alternatives and requirements might be given greater emphasis during guidance sessions and in classes. If possible, such guidance sessions should be conducted by someone with knowledge of students' cultural background and a speaker of their language.

--In an effort to provide non-Haitian LEP students an identity within the school, the project might provide a special counseling program to discuss their particular needs and concerns. Clubs or activities especially designed for these students might aid in improving their self-image and encouraging them to remain in school.

--Increased efforts should be made to reach out to parents of LEP students to acquaint them with the school and with the educational and occupational alternatives available to their children.

--The bilingual program, presently housed in the foreign language office, needs a space of its own where the coordinator/curriculum specialist can meet with teachers and educational assistants, and work with students individually.

--Although outside the program's jurisdiction, greater attention must be given to building security in an effort to reduce students' fear of the hallways and lavatories. Information regarding safety might be included in an orientation session provided for students at the time of entry and screening.

--The program should revise its English language objective to make it attainable. It should also set a mastery rate criterion for the proportion of students passing native language courses and a minimum grade for "mastery" of material in typing/computer courses.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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ERASMUS HALL HIGH SCHOOL
BILINGUAL PROGRAM

Location:	911 Flatbush Avenue Brooklyn, New York 11226
Year of Operation:	1983-84, first year of three-year funding cycle
Target Language:	Haitian Creole, Spanish, and Chinese
Number of Students:	220 fall/242 spring
Principal:	Stanley Saretsky
Project Director:	Thomas Lenihan

I. CONTEXT

Erasmus Hall High School is located near the corner of Flatbush and Church Avenues in Brooklyn. The surrounding neighborhood speaks of the passage of different eras starting with a colonial-style Dutch Reformed church and burial ground. Nearby homes and apartment dwellings plus a large movie theater, reminiscent of the age of the great silver screen, represent a time when the area was predominantly white middle/upper-middle class. Today the ethnic and socioeconomic variety of the neighborhood is reflected in its stores, restaurants, and other small businesses. The area's residents include American and Caribbean blacks, Spanish-speakers from various regions, and Asians.

The school campus is a most distinctive structure with a large gothic entrance. Its "white house," which was the site of the first school in New York, and an interior courtyard were designed in the style of Oxford University. The immediate impression of grace and elegance is, unfortunately, offset upon entering the building. Peeling paint, boarded windows, dark

and dreary corridors, and faded bulletin board displays in classrooms are evidence of overall decay. Student observations and interviews with staff members, however, revealed that the building's shabbiness does not necessarily reflect either the school's spirit or the quality of instruction it provides.

II. STUDENT CHARACTERISTICS

There are approximately 690 limited English proficient (LEP) students attending Erasmus Hall High School primarily of Haitian, Hispanic, Cambodian, and Vietnamese origin. This number grows daily as immigrants from these areas of the world continue to arrive in the United States or as their migratory patterns bring them to the Erasmus Hall region to live. The Title VII bilingual project proposed to serve 220 of these students. Two hundred twenty students in the fall and 242 students in the spring were selected for participation because their scores on the Language Assessment Battery (LAB) were not only below the official cutoff (the twenty-first percentile), but were also the lowest in the school. As a result, the majority of program participants are either new arrivals in this country possessing no English language skills and/or students who had minimal schooling in their native countries and are, in reality, illiterate. In Erasmus, LEP students are among the most problematic and require maximum assistance if they are to attain English language skills and the academic acuity necessary to function successfully in the school.

The number of students served by the Title VII program is proportionate to the ethnic composition of Erasmus' LEP population. In 1983-84, there were 200 Haitian students in the program, in addition to 22 Hispanic, 13 Asian, and seven Italian students. Table 1 presents the program students by country of birth. Tables 2, 3, and 4 present other characteristics of the student population including grade, age, and time spent in the bilingual program.

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ERASMUS HALL HIGH SCHOOL

BILINGUAL PROGRAM

1983-84

OEA Evaluation Report

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Haiti	199	82
Puerto Rico	4	2
Panama	3	1
Colombia	3	1
Dominican Republic	2	less than 1
Mexico	2	less than 1
Guatemala	2	less than 1
El Salvador	2	less than 1
Ecuador	2	less than 1
Venezuela	1	less than 1
Vietnam	8	3
Hong Kong	4	2
People's Republic of China	1	less than 1
United States	2	less than 1
Country Unknown	7	3
TOTAL	242	100

- The majority of program students (82 percent) were born in Haiti and are native speakers of Haitian Creole.
- Nearly ten percent of the students are native speakers of Spanish. Their native countries include the United States, Puerto Rico, Dominican Republic, and Central and South American countries.
- Six percent of the students are of Asian background. Native countries represented include Vietnam, Hong Kong, and the People's Republic of China.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	36	46	43	54	79	37
10	45	40	67	60	112	52
11	9	39	14	61	23	11
12	0	0	1	100	1	less than 1
TOTAL	90	42[a]	125	58[a]	215	100

[a]Percent of program students.

- The majority of the program students are female (58 percent).
- Female students outnumber males in all grades. The proportion of females increases as grade increases.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14		1	0	0	10
15			0	0	34
16	18			0	37
17	11	30			48
18	8	26	3		38
19	4	19	4	0	27
20	1	9	6	0	16
21	0	0	2	0	2
22	0	1	0	0	1
TOTAL	78	111	23	1	213
Overage Students					
Number	42	85	15	0	142
Percent	54	75	65	0	66

Note. Shaded boxes indicate expected age range for grade.

- The majority of program students are overage for their grade placement (66 percent).
- The highest percentage of overage students is in grade ten.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	4	3	1	0	8
1 Academic Year	73	101	19	0	193
2 Academic Years[b]	1	8	2	0	11
3 Academic Years[b]	0	1	1	1	3
TOTAL	78	113	23	1	215

[a]Rounded to the nearest year.

[b]Refers to previous participation in other bilingual program.

- One hundred ninety-three students (90 percent) have been in the program for one year.
- Eight students entered the program during the academic year.

According to project staff, most LEP students, particularly at the outset of their arrival in the school, exhibited some behavior problems. In fact, it was reported that many teachers, particularly from the mainstream programs, tended to avoid these students because of the discipline problems which they presented. Some of these problems result from homesickness, change of food and climate, separation from family members, a school environment that is markedly different from that to which they may have been accustomed, and living conditions which do not lend themselves to a high level of academic performance. In addition, fellow Haitian students who have been here for some time often carry out a kind of hazing with newcomers. The situation is compounded by the language barrier which separates newly-arrived students from virtually all aspects of life here, with the exception of the bilingual classes. Whatever the case, this dramatic disruption in lifestyle invariably leads to culture shock, disorientation, and confused behavior patterns which usually diminish in time as students become more familiar with their surroundings.

In interviews with a member of the evaluation team, several Haitian and Hispanic students stated that they were very intimidated by other students who confront them in the halls and lavatories. The Haitian students seemed to be particularly afraid of Jamaican students who, they said, hate them. There was even some fear of harassment from other Haitians. According to these students, security guards were not readily available so they felt unprotected. Student worries were not, however, limited to fear of their peers. They also expressed concern about their

futures and felt that they were not receiving sufficient information and orientation about career and post-secondary education alternatives.

Hispanic students expressed the same kinds of concerns, but their situation is perhaps more difficult. Since there are no bilingual content-area classes offered for them (their small number does not allow for separate classes), they stated that they felt "somewhat like second class citizens." They are enrolled in English as a second language (E.S.L.) and native language classes, and there is paraprofessional assistance for them. Nevertheless, it is believed by some staff members that this feeling of disenfranchisement has contributed to a poor attendance rate and dropout.

It should be noted that the principal, the project director, and the curriculum specialist are aware of these problems, particularly those of the non-Haitian students, and have indicated their plans for amelioration. They include the creation of clubs for Hispanic and Asian students and continuous counseling from the grade advisor so that students will want to remain in school. Despite adverse conditions, it was noted that the dropout rate of the bilingual program students is not higher than the rest of the school and that, overall, daily attendance is excellent.

III. PROGRAM DESCRIPTION

PHILOSOPHY

Although there is no written philosophy of bilingual education at Erasmus, everyone involved in the program appears to have a clear understanding of the program's goals. As expressed in staff interviews, the bilingual program provides all students with special assistance in English so as to accelerate their movement into mainstream academic classes. At the same time, content courses are provided for the Haitian students in their native language so that they can progress in those areas, and gain skills lacking in their own academic development. Finally, the program provides a source of support for students while they make the difficult adjustment to life in the United States.

The principal and school administration are highly supportive of the bilingual program and welcome the presence of culturally different pupils as an enrichment to the school. Additionally, since a bilingual program supported by tax-levy funds was in effect at Erasmus for many years before any Title VII monies were received, the administration, as well as teachers, are accustomed to working with LEP students and bilingual staff members.

OBJECTIVES

The program proposed the following instructional and non-instructional objectives:

1) Given E.S.L. instruction appropriate for their level of English proficiency, non-English dominant students will improve their grades on

the Criterion Referenced English Syntax Test, as evidenced by their mastery of five objectives per month of instruction.

2) Given native language instruction, Spanish, Haitian Creole, Vietnamese, and Cambodian students will improve their grades on teacher-made tests.

3) Given typing instruction in Haitian Creole and English, students will demonstrate mastery of the material contained in the first-year typing course and achieve mastery of computer literacy.

4) As a result of participating in the program, students' attendance will be equal to that of mainstream students.

5) Program staff will participate in workshops and will take courses in bilingual education in order to be better prepared to participate in a program of bilingual education.

6) Parents of program students will participate in the meetings and cultural events of the bilingual program and will attend these events at a percentage higher than that of regular school parents.

ORGANIZATION AND STAFFING

The program has its headquarters in the foreign language office. The project director, who is also the assistant principal (A.P.) of foreign languages, is responsible for supervision and administration of all aspects of the E.S.L. component including curriculum development, assistance to E.S.L. teachers, and testing LEP students. The responsibility for supervising the bilingual content courses rests with the A.P.s of their respective subjects.

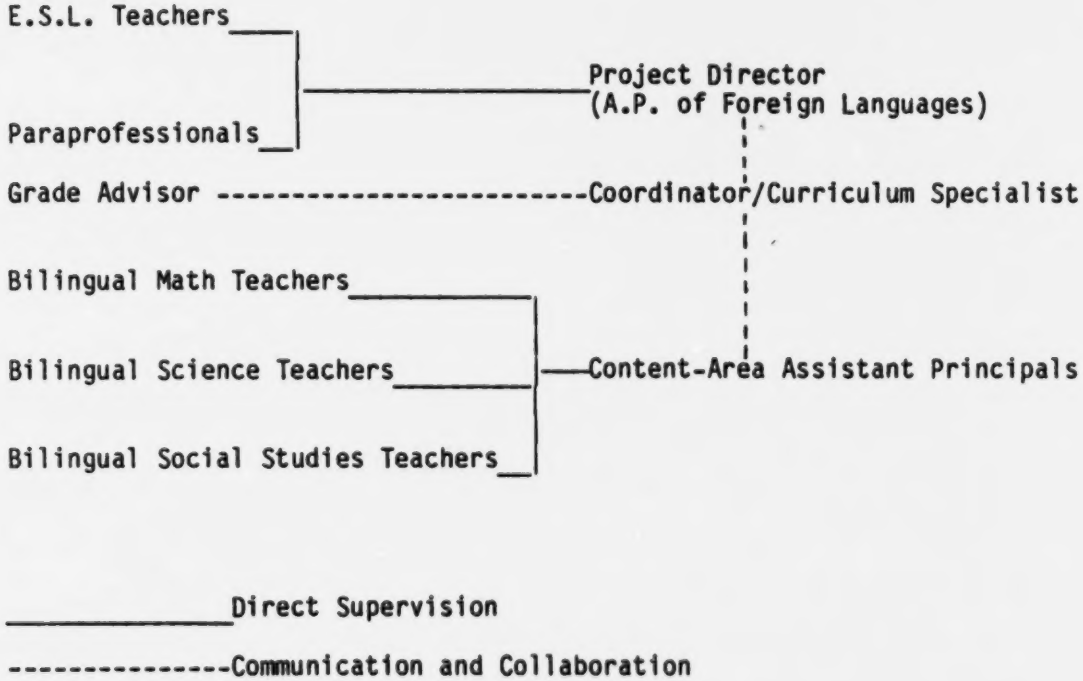
The project director is assisted by the Title VII coordinator/curriculum specialist who, in addition to teaching two Spanish language

arts classes, maintains on-going communications with content-area A.P.s and classroom teachers. Additionally, there is a Title VII bilingual grade advisor (who also teaches bilingual biology and bilingual general science) and five tax-levy educational assistants (two Haitian, one Hispanic, one Asian, and one English monolingual). Detailed characteristics of the professional and paraprofessional staff serving the program students are presented in Appendix A.

Figure 1 describes the structure of the program:

FIGURE 1

Organization of the Bilingual Program



It must be pointed out, however, that interviews with several teachers revealed confusion as to who is actually in charge of the program -- the coordinator/curriculum specialist or the project director. Teacher requests for assistance seemed to result in their being referred to "someone else." Even the principal alluded to this confusion as to who is in charge. There appeared to be no consensus as to who is actually responsible for coordination with grade advisors, curriculum development and methodology, teacher assistance and in-service training, and articulation with other departments in the school.

INSTRUCTIONAL COMPONENTS

There are five components to the bilingual education program: 1) a double period of E.S.L. instruction for all students; 2) a period of native language arts instruction (available for only the Haitian and Spanish-speaking students); 3) classes in mathematics, science, social studies, and typing, taught in Haitian Creole/French and English; 4) mainstream classes in physical education, art, music, and other elective courses; and 5) special grade advisement for those enrolled in the Title VII program. Appendix B presents detailed information on the E.S.L., native language, and content-area courses offered to program students during the fall and spring semesters.

Students scoring below the twentieth percentile on the LAB are admitted to the program. The bilingual grade advisor is in charge of placement in E.S.L., in native language arts, and in bilingual content classes. He uses a variety of methods including interviews, tests in the native language and in the content areas, and a review of records

obtained from the students' native countries. According to the grade advisor, the centralized screening procedure assures that "no one will get lost." The grade advisor felt that he was familiar with the curricula of the courses and, therefore, knew best where students should be placed. He also indicated that he serves as a resource for the school grade advisors, thus providing articulation and follow-up for mainstreamed students. Since the grade advisor screens and test students whose language he does not speak, bilingual teachers or paraprofessionals are called in to translate in addition to their other scheduled duties.

No formal written procedure for testing and placing students, apart from the LAB, was available for review. All teachers interviewed, including those of E.S.L. and bilingual classes, were not sure how students were placed in their classes.

LANGUAGE POLICY

Methodology in a bilingual class is extremely important for two reasons. First, if the goal of developing bilingualism and mainstreaming is to be achieved efficiently, then there must be a policy for language use in the class which will maximize student exposure to English and use the native language in enhancing comprehension of the content being taught. Second, language policy may be designed not only to motivate student performance and ensure content mastery, but also to accustom students to the requirements of mainstream classes.

While the mathematics department appears to be the only one having an official language policy, both the A.P. of mathematics and the A.P.

of science expressed a clear understanding of how the languages should be used in the classroom. The A.P. of social studies expressed the greatest need for guidance regarding methodology and language use in a bilingual class.

Most Haitian students interviewed had few reservations about the use of Haitian Creole as a language of instruction. One student said that she would not participate in the bilingual program because the classes were taught mostly in Haitian Creole. The use of Haitian Creole versus French in the school is a deep-rooted cultural issue which is bound to present itself wherever Haitian children are schooled. Upon observing classes in each subject area and in talking to Haitian teaching staff, it was evident that the use of Haitian Creole in the bilingual program is both necessary and appropriate for this population.

CLASSROOM OBSERVATIONS

A member of the evaluation team observed classes in E.S.L. and "bilingual" (English, French, Haitian Creole) science, mathematics, and social studies. One of the most noticeable attributes of these classes was the concern which the teachers showed for their students. Lessons appeared to be well organized, each having a specific goal and a prescribed method for achieving it.

The educational assistants were not present in the classes on the days of observation but teachers indicated that they assisted in correcting homework, taking attendance, translating for students, and providing individual assistance. They also provide individual tutoring to about four students daily who have been identified by their teachers as falling

behind in class work or having particular difficulties. The educational assistants also perform clerical tasks, such as testing and record-keeping.

Students in the E.S.L. class were using a text from the Lado Series. This series has a highly grammatical/structural, rather than functional, approach to the teaching of English. The language of instruction was English with an occasional reference to French and Spanish for clarification. Several activities were included in the lesson with a good balance of teacher and student participation. Individualized instruction was used because the class was heterogeneous, and lots of practice materials were prepared for student use.

Teachers in the bilingual subject-area classes were all fluent in French, Haitian Creole, and English. As previously stated, bilingual content classes were conducted primarily in Haitian Creole which appeared to be essential for student comprehension. In the biology and mathematics classes, however, directions, explanations from students and teacher, and questions were systematically given both in English and Haitian Creole. All written material, including word problems, explanations, and synopses, were in English accompanied by oral reinforcement first in English and then in Haitian Creole. The science department even has emergency lessons in French, prepared by the bilingual teacher, for use by substitute instructors.

The social studies class was conducted largely in French, in addition to Haitian Creole, with virtually no use of English. It appeared to be

the most problematic class in terms of both student behavior and apparent student mastery of the material being studied. The lesson that day was a dictation of facts on which the students were to be tested. The students did not appear to be prepared and the teacher made little attempt to insert English into the lesson.

Textbooks used in these bilingual classes were invariably in English because appropriate material in the native language has not been found. A bilingual science book (a translation of Pathways in Science done at Wingate High School several years ago) is used when appropriate; otherwise students use the same text as mainstream students.

NON-INSTRUCTIONAL COMPONENTS

The non-instructional components of the program include staff development, parental involvement, and supportive services.

Staff Development

To meet its proposed objective in this area (staff participation in monthly workshops and university courses), the program sponsored several monthly meetings and workshops for E.S.L., foreign language, and bilingual teachers. Topics covered in these sessions included the teaching of reading, mastery learning techniques, and orienting foreign-born students. The coordinator/curriculum specialist also attended a bilingual education workshop sponsored by the State Education Department. In addition, four program teachers attended local colleges to take courses in psycholinguistics, Spanish, urban education, and special education; two educational assistants took courses in chemistry and child psychology. Thus, the program achieved its staff development objective.

Parental Involvement

In an attempt to involve parents of program students in program activities, the project director, the bilingual grade advisor, and the Asian educational assistant contacted students' homes by telephone to inform parents of program events as well as to discuss students' academic or behavior problems. It was also reported that the parents' advisory committee met four times during the academic year, under the supervision of the bilingual grade advisor, to discuss program-related issues. As attendance data for both mainstream and program students' parents at these events were not provided, the program objective (that program parents would attend activities at a higher rate) could not be assessed.

Supportive Services

In addition to interviewing, testing, evaluating, and programming all project students, the bilingual grade advisor provides Haitian program participants with academic, personal, career, and college counseling services. Tutoring is also provided during lunch period, after school, and on a pull-out basis during class time in Chinese, French, and Haitian Creole.

IV. STUDENT ACHIEVEMENT AND ATTENDANCE

This section presents the evaluation findings concerning student achievement and attendance by program objective (see page 11) as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

The assessment instrument used for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of the academic year. Table 5 presents the test results for the 204 students who were pretested and posttested with the same level.

Overall, students mastered an average of 0.6 objectives per month of instruction. As the program specifically proposed that students would master five CREST objectives per month of instruction, the program objective was not achieved. However, the objective was not formulated appropriately. Considering the number of objectives on the test (25) and the time between pretesting and posttesting (six months), the proposed objective is unattainable. In the extreme case of a student scoring zero on pretest and 25 on posttest, the CREST objectives mastered per month would be 4.2. (See recommendation number 12.)

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
I	141	12.6	16.5	3.9	6.1	.6
II	63	14.3	17.1	2.8	6.1	.7
TOTAL	204	13.1	16.7	3.5	6.1	.6

*Posttest minus pretest.

NATIVE LANGUAGE READING AND COMPREHENSION

The program proposed to assess students' gains in native language arts with teacher-made examinations. According to the program coordinator/curriculum specialist, no tests were given to Spanish-speaking students and appropriate instruments did not exist to test the Vietnamese and Cambodian students.

Instead of teacher-made tests in Haitian Creole, the program coordinator tested Haitian students participating in the program with the Science Research Associates, Test de Lecture, which is designed to test the development of French reading skills in second language learners. The pretest (fall) and posttest (spring) raw score means and standard deviations are presented in Table 6. Data for both tests were available for only 18 students (nine percent of the total Haitian population). Due to selection effects, the results should not be considered representative of the entire population.

Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pretest and posttest mean scores is larger than would be expected by chance variation alone. Another index, the effect size (E.S.) was computed to provide an index of improvement in standard deviation units regardless of the sample size. A change of .5 standard deviations or higher is generally considered to be a meaningful change.

The mean difference for all students (14.5 raw score points) was found to be statistically significant (at $p<.05$) and effect sizes were moderately large. The correlation was very low, indicating little

relationship between pretest and posttest scores. There was a large change in standard deviation from pretest to posttest. Students' scores had high variability on pretest but were very similar on posttest.

TABLE 6

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Haitian Program Students with Full Instructional Treatment on the Test de Lecture

Total N	Pretest Mean	Pretest Standard Deviation	Posttest Mean	Posttest Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
18	65.4	23.7	79.9	8.9	14.5*	-0.2	0.5

*Significant at .05

- Students showed statistically significant gains, thus meeting the program objective.

BILINGUAL TYPING

The program proposed that given typing instruction in French, Haitian Creole, and English, students would demonstrate mastery of the course material. It also proposed that students would achieve mastery of computer literacy.

A typing course was offered as an optional after-school class from October 1983 through April 1984. Of the 41 students who began the course, 24 students remained in the spring. Of these, 11 students (46 percent) were reported by the program coordinator/curriculum specialist to have received a passing grade. Therefore, less than half of the students who finished the course met the objective of mastering course material (see recommendations).

Of the 20 students who left the course, 15 returned to the regular school program, two stated they had problems traveling after-school hours, one student found after-school employment, one student returned to Haiti, and one student left due to illness.

ATTENDANCE

The program proposed that program students' attendance would be equal to that of mainstream students.

The attendance rates for program students are presented in Table 7 by grade. The program attendance rate (95 percent) was 17 percentage points higher than the school-wide attendance rate (78 percent). A *z*-test* (z=5.65) for the significance of the difference between proportions indicated that the difference in attendance rates is statistically significant. Thus the program objective was met and exceeded.

TABLE 7

Attendance Percentages of Program Students

Grade	N	Mean	Standard Deviation
9	73	95	7
10	113	94	12
11	20	96	3
Total	206	95	10

School attendance rate = 78 percent z=5.65

*Bruning, James L. and Kintz, B.L. Computational Handbook of Statistics, 1968, p.197.

V. CONCLUSIONS AND RECOMMENDATIONS

As a result of observations and interviews conducted during three site visits, the evaluation team found some commendable program qualities. The staff members are very dedicated to the social and academic growth and well-being of the students. This was evidenced by the positive manner in which the coordinator/curriculum specialist and teachers related to students and by the enthusiastic and knowledgeable manner in which they spoke of their efforts. LEP students need a personal touch as they cope with the difficulties of culture shock and as they grapple with the English language and life in the United States. The bilingual program students have concerned and supportive individuals serving them at Erasmus Hall.

The positive attitudes found toward the bilingual program may result from the school staff members' recognition of the needs of LEP students in their struggle to prepare for successful participation in mainstream classes. The principal's supportive attitude toward second language study, and the presence of culturally and linguistically different students in the school have had a favorable influence on the bilingual program. The school now has an A.P. of foreign languages overseeing the program who shares the principal's views toward it. They seem to understand the needs of LEP students, and to be interested in the continued improvement of both the organization and implementation of the program.

They work with a staff comprised of teachers who are linguistically and pedagogically competent to teach target students. The science

lesson plans prepared in French for use when a teacher is absent, and the language policy for instruction formulated by the mathematics department on its own serve as evidence of the consideration given to program operations.

Student performance on tests used for evaluation suggests the need to review current objectives and practices. Students failed to achieve the proposed objective for CREST mastery; however, the objective itself was unrealistic within the time available. Only the Haitian program participants were assessed in native language development, and data were reported for only 18 students in this group. Less than half the students receiving bilingual typing instruction mastered the course material. Finally, the attendance rate of program students was significantly higher than that of the mainstream population

In the non-instructional areas, both the staff development and parental involvement objectives could not be assessed due to missing or inappropriate data. It should be noted that some of the problems found in this review are not unique to Erasmus Hall, but are faced by many schools enrolling LEP students and implementing similar programs.

The following are areas of concern; they are presented with suggestions for possible improvement.

1) The current confusion over who is responsible for the program needs to be resolved. The project might clearly delineate all program and teaching staff responsibilities by position. This is particularly important for E.S.L. teachers who need to know who to approach for assistance in setting objectives, in preparing lessons, and in general classroom management.

2) As reported, some mainstream faculty does not feel favorably inclined toward this particular group of LEP students, sees them as potential discipline problems, and does not show sensitivity to them once mainstreamed. This issue should be addressed by the principal and the project director. This could be accomplished through a series of faculty meetings conducted by bilingual program teachers or by outside consultants. Such sessions might aim at providing information on the background and family life of the immigrant child, the kinds of problems encountered upon arrival in the United States, and the various cultures of the students in the school. The current school practice separates the faculty by subject-area to discuss issues at faculty meetings; this practice separates the bilingual program from all other departments. Such an arrangement might not be the best way to achieve understanding between program and mainstream faculty. If it is advantageous to divide the faculty by subject taught, it might be preferable to have a representative of the bilingual program participate with each group to maintain the necessary articulation and integration among department faculties.

3) The procedures for student intake and placement in program courses need to be reviewed. At present, this function is the responsibility of one bilingual grade advisor. These procedures should be clearly defined and written to allow others to perform these activities in the grade advisor's absence. Furthermore, if funding permits, provision should be made for screening and orientation of incoming students to be done in their native languages.

4) The school principal might organize discussion among the project director and the A.P.s of mathematics, science, and social studies to

formulate a language-use policy for instruction. The supervisors of these content areas, particularly social studies, might benefit from the expertise of a language specialist in matters regarding language use (Haitian Creole/English) and the development of language skills in the bilingual classes. Additionally, the opportunity to share experiences, and to discuss common concerns and successful practices in the teaching of LEP students, could be valuable for all involved.

5) There is a need for a planned and coordinated process to select and purchase instructional materials. The best interests of teachers, students, and budget might be served by having a systematic framework to review, select, and purchase materials.

The selection criteria must consider the relevance of the text used in E.S.L. classes, both in its approach and content. This appears to be a citywide concern which cannot be addressed by Erasmus alone. As such, the program might communicate to the appropriate office of the New York City Board of Education the shortcomings of E.S.L. materials which develop knowledge of the structure of the language without consideration of communicative competence.

6) Although the grade advisor, to some extent, traces the progress of mainstreamed students, a systematic follow-up on all students who have been mainstreamed is lacking. A formal evaluation of all students mainstreamed might provide valuable insights for programming and bilingual/ E.S.L. instruction.

7) Students experiencing United States' schools for the first time and hoping to prepare for either the world of work or for further schooling have many questions about their educational and occupational alternatives. Information and counseling on these topics might be given greater emphasis in guidance sessions and in classes. If possible, such guidance sessions should best be conducted by someone with knowledge of the students' cultural background and a speaker of their native language.

8) According to project staff, the non-Haitian LEP students lack an identity in the school. This problem could be addressed by providing a special counseling program focusing on their particular needs and concerns. Additionally, organizing clubs or other activities, especially designed for these students, might aid in improving their self-image as well as encouraging them to remain in school.

9) The project has found it difficult to involve culturally different parents in the affairs of the school. These parents do not participate either because they are too busy at work or because, in their own culture, parent involvement in the schools is not sought. Therefore, increased efforts are needed to reach out to the parents of LEP students, to acquaint them with the school, and to inform them of the educational and occupational requirements for their children's progress. These efforts might include a regularly published newsletter and adult education classes for parents.

10) The bilingual program, presently housed in the foreign language office, needs a space of its own where the coordinator/curriculum specialist can meet with teachers and educational assistants, and work with students individually.

11) Although outside the program's jurisdiction, it was noted that greater attention to building security was neccesary to reduce students' fear of the hallways and lavatories. If a security aide were visible in potential problem areas of the building, it might allay some of the students' concerns and reduce the possibility of unpleasant incidents. In addition, many students, particularly new arrivals having virtually no command of English, are unaware of possible dangers in the school and do not know where to turn for protection when threatened by other students. Such information might be included in an orientation session given to students at the time of entry and screening.

12) Since the CREST measures 25 skills on Level I and 25 at Level II, and students mastered an average of 13 skills on pretest, it is impossible for them to show a gain of five skills per month (i.e., 30 skills a year) when only 12 are possible. Therefore, the project should revise its English language objective to make it attainable. The objective should be based on students' past performance to be not only attainable but also realistic.

13) The project should revise its objectives for native language and typing/computer instruction. A mastery rate criterion should be set for the proportion of students passing native language teacher-made tests. The project should also define "mastery" of material for typing/computer classes by specifying for the course the minimum grade to be considered as mastery.

Finally, to insure that students growth is being adequately measured, all students should be assessed as proposed, and data should be completely and accurately reported.

VI. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Teacher - E.S.L.	100	9/82	E.S.L. - MA		Reg. E.S.L. Secondary	2		2
Teacher - E.S.L.	100	9/78	MA - French		French D.H.S.	5		4
Teacher - E.S.L.	100	9/70	MA - E.S.L.		Reg. E.S.L. Secondary	13		13
Teacher - E.S.L./French	50/50	9/81	MA - French		French D.H.S.	3		3
Teacher - French	100	9/58	MA - French		French D.H.S.	25		
Teacher - French	100	9/83	BA - French		French T.P.D.	1		
Teacher/Coordinator	40/60	2/71	MA - English		English D.H.S.	14		5
Teacher - Spanish/E.S.L.	40/60	9/82	MA - French		French D.H.S.	2		2
Teacher/Guidance	40/60	9/78	MA - General Science		Science D.H.S.	5	4	
Teacher - Math	100	9/82	BA - Math		Math T.P.D.	2	2	
Teacher - Math	100	9/79	MA - Math		Math Reg.	6	6	
Teacher	100	9/82	MA - General Science		Science D.H.S.	2	2	
Paraprofessional	100	9/83	Education - BA			1	1	
Paraprofessional	100	9/81	BA - French			3	3	
Teacher - History	100	9/83	MA - Administration			1	1	

APPENDIX B

Instruction in English as a Second Language and English Reading[a]

(Fall and Spring)

Course Title and Level	No. of Classes	Average Register	Is Class for Program Students Exclusively?	Para-fessional Assistance (Y/N)	Description	Curriculum or Material in Use
E.S.L. - A	3	33	Yes	Y	Basic sentence in present	LADO Book 1
E.S.L. - B	3	33	Yes	Y	Past tense, future	LADO Book 2
E.S.L. - C	3	30	Yes	Y	Compound tenses, paragraph writing	LADO Book 3
E.S.L. - D	2	30	No	N	Complex sentences, composition	LADO Book 4
E,S.L. - E	2	30	No	N	Fine pts. of language, letter writing, reading a short work	LADO Book 5

[a]All classes met ten periods each week except E.S.L. - E which met five periods a week.

APPENDIX B (continued)

Instruction in the Native Language(s)[a]

(Fall and Spring)

Course Title and Level	No. of Classes	Average Register	Para-fessional Assistance (Y/N)	Description	Curriculum or Material In Use
French 4/5	3	35	N	Subjunctive, compound tenses/grammar review	Deuzieme Livre/ Au enteres en Ville
French 6/7	2	35	N	Grammar review/literary works	Troiseme Livre/ Cours Superior
Spanish 5/6	2	35	N	Grammar review/beginning literature/literary works	Spanish Three Years

[a]All classes met five periods each week and were exclusively for program students.

APPENDIX B (continued)

Bilingual Instruction in Subject Areas[a]

(Fall and Spring)

Course Title and Level	No. of Classes	Average Register	Language(s) of Instruction	Para-professional assistance?	Percent of materials in native language
Basic Math	3	35	50% Haitian Creole/50% French	Yes	0
Global Studies	4	35	"	Yes	0
General Science	4	37	"	Yes	50
Biology	2	35	"	No	0
Economics	1	35	"	No	0
Algebra	1	35	"	No	0
Typing	1	12	"	Yes	50

[a]All classes were exclusively for program students and met for three hours, 45 minutes each week.